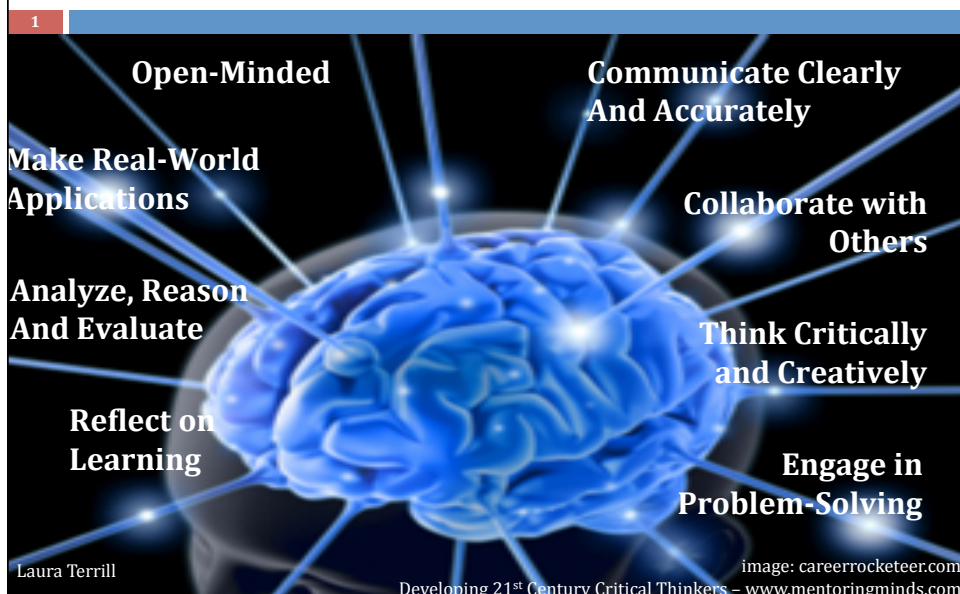


21st Century Learners



Common Core

2

Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

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21st Century Skills

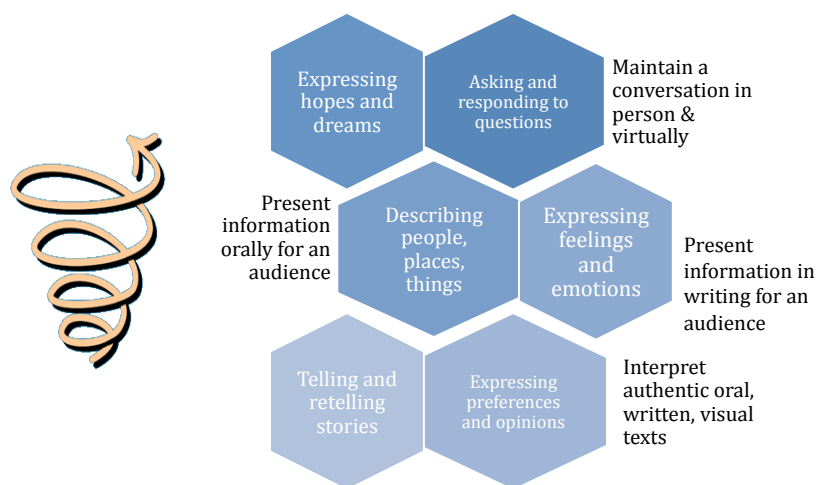
3

Communication	Interpretive, Interpersonal and Presentational Tasks
Collaboration	Presentational and Interpersonal Tasks
Critical Thinking and Problem Solving	Presentational Task
Creativity and Innovation	

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Top Ten Functions and Related Tasks

4



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Increasing levels of proficiency

5					
Novice	Intermediate			Advanced	
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

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Student Can-do's

6			
I can	Yes	With some help	Not yet
Identify places in a city			
Explain what people do in various places or why they go there			
Locate a place in relation to other places			
Ask for and follow directions within a city			
Describe places in a city			
Express preferences with reasons about what cities to visit or where to go within a city			
Name public transportation; methods of getting from one place to another			
Make comparisons between cities in the US and cities abroad			

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Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
Identify places in a city	There is, there are Definite articles	
Ask for and follow directions within a city	Commands (interpretive) Concept of "to the"	
Describe places in a city and what I do there	Adjective agreement and position, Present tense	
Identify traits associated with cities in urban, suburban and rural settings		
Express preferences with reasons about what cities to visit, where to live	I prefer....because I think....	
Make comparisons between cities in the US and cities in France	Comparatives – less, more as	
Promote "my" city as the ideal place to live	Commands, You can, you should, you have to	

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Using the target language

8



May I speak
English?

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And providing comprehensible input

9



What makes a book
comprehensible
to a 2-year old child in
his first language?

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Making Input Comprehensible

10

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> • Visuals • Graphics • Realia • Pictures • Graphic Organizers • Manipulatives 	<ul style="list-style-type: none"> • Exaggerated pronunciation • Slower than normal speech • Purposeful pauses • Intonation • Enunciation • Slowed speech for emphasis • Key word emphasis 	<ul style="list-style-type: none"> • Gestures • Facial expressions • Pantomime • Demonstration • Routine • Context clues

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Conventions

11

Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

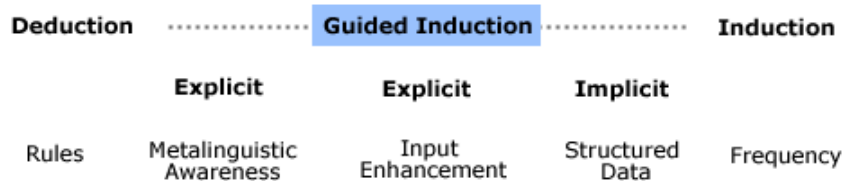
"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham

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Grammar Continuum

12



<http://coerll.utexas.edu/methods/modules/grammar/03/>

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Getting the most out of a text

13



- What might you do as an **interpretive** task?



- What **interpersonal** conversation do you imagine students having with others?



- What might students do in the **presentational** mode?

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Grammar in Context

14

Presentation

A

C

E

Shrum & Glisan

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Bébé Lilly: Les bêtises

15

J'ai tout mangé le chocolat
 J'ai tout bu le cola cola
 Et comme t'étais toujours pas là
 J'ai tout vidé le Nutella
 j'ai tout démonté tes tableaux
 j'ai tout découpé tes rideaux
 Tout déchiré tes belles photos
 Que tu cachais dans ton bureau



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

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Bébé Lilly: Les bêtises

16

I ate all the chocolate
 I drank all the cola cola
 And as you were still not there
 I finished all of the Nutella
 I took down all your pictures
 I cut all your curtains
 Tore all your beautiful pictures
 That you were hiding in your desk



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

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Grammar in Context

17

Presentation

Attention

C

E

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Bébé Lilly: Les bêtises

18



J'ai tout mangé le chocolat
 J'ai tout bu le cola cola
 Et comme t'étais toujours pas là
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http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

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Grammar in Context

19

P resentation

A ttention

C o-construct

E

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Passé composé

20

manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, j' _____ sur la queue de mon chat.

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Passé composé

21

manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, **j'ai tiré** sur la queue de mon chat.

frapper Puis, _____ mon frère.

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Passé composé

22

manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, **j'ai tiré** sur la queue de mon chat.

frapper Puis, **j'ai frappé** mon frère.

oublier Aussi, _____ mes devoirs.

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Passé composé

23

- manger* Hier, j' **ai mangé** le chocolat.
- tirer* D'abord, **j'ai tiré** sur la queue de mon chat.
- frapper* Puis, **j'ai frappé** mon frère.
- oublier* Aussi, **j'ai oublié** mes devoirs.
- jurer* Enfin, _____ à mon père et il m'a grondé.

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Passé composé

24

- manger* Hier, j' **ai mangé** le chocolat.
- tirer* D'abord, **j'ai tiré** sur la queue de mon chat.
- frapper* Puis, **j'ai frappé** mon frère.
- oublier* Aussi, **j'ai oublié** mes devoirs.
- jurer* Enfin, **j'ai juré** à mon père et il m'a grondé.

What is the rule? How would you explain how to speak and write in the past?

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Grammar in Context

25

Presentation

Attention

Co-construct

Extend

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Performance Assessment

26



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



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Learning Target – Name places that are found in and near cities

27

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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Vocabulary: Imagine the conversation.....

28

All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

Describe a city

Comment est la ville?	What is the (city)like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is / There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
Identify places in a city	There is, there are Definite articles	Names of typical buildings compass directions prepositions of location descriptive adjectives public transportation city related activities ***** Winding streets City walls City center/Old city Middle Ages "ville fleurie" Flowered city
Ask for and follow directions within a city	Commands (interpretive) Concept of "to the"	
Describe places in a city and what I do there	Adjective agreement and position, Present tense	
Identify traits associated with cities in urban, suburban and rural settings		
Express preferences with reasons about what cities to visit, where to live	I prefer....because I think....	
Make comparisons between cities in the US and cities in France	Comparatives – less, more as	
Promote "my" city as the ideal place to live	Commands, You can, you should, you have to	

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30



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Lesson Design

31



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Getting Started

32

? HOOK
VS.
DO NOW

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Gain Attention/Input

33

Une journée à Angers



Students list words and phrases they associate with the images.

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Y a-t-il....? Il y a ou il n'y a pas de.....?

Is there? There is or there isn't.....

34



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SHEKNOWS

Comment est Angers?

35

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
 C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les gouts du baba-cool aux très chic..écoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
 voilà ce que je peux te dire..
 Bis CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Comment est Angers?

36

I have been living here since I was 18 years old, (and I am 43)
 It is a quiet town, very well stocked if you love the little shops, there is something for all tastes of hippie with very chic..schools in every corner of the city, public school cafeterias, good according to my children who eat there every day ..Bars, I do not frequent them but I know there are many... restaurants (so many choices, Moroccan, Turkish, vegan, Canadian, medieval, meat restaurant etc ..)
 To go to the sea, we go often, it takes 1:15 by highway to get you to the Atlantic coast ..
 this is what I can tell you ..
 Kisses CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Elicit Performance/Provide Feedback

37

Proof for		Proof against
	Clo a 18 ans. (<i>Clo is 18.</i>)	
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

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D'après Clo, qu'est-ce qu'il y a à Angers?
According to Clo, what is there in Angers?

38



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Elicit Performance/Provide Feedback

39

Quick Write



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

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Resources

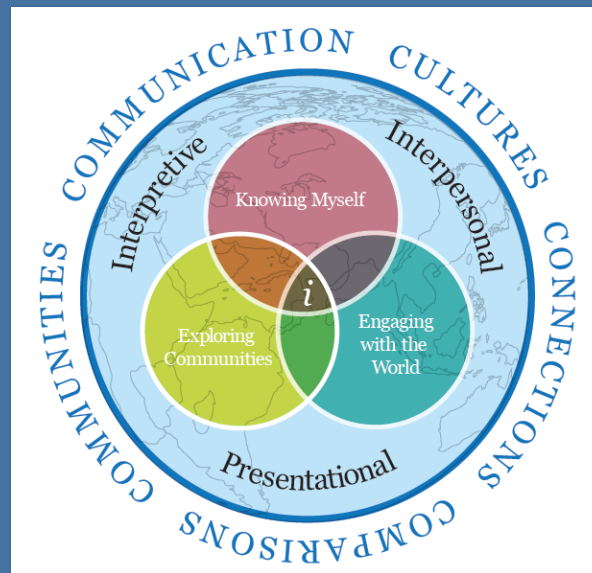
40



Key Considerations:

- First section of template that truly is different by language
- Must determine where resources will be stored
- Internal district capacity may or may not be sufficient for video, images, etc.

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41
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Does it Count?

42



FLAME 2015
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Inappropriate Grading Practices

43

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

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Adapted from [How to Grade for Learning](#), Ken O'Connor

We would like grades to convey....

44



Grade	Intended Meaning
A	Wow!
B	Got it
C	Getting there
D	Struggling

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Standards-based Grading

45



Category	Percent	Description
Learning Checks	10	Achievement - homework, participation, in-class work, vocab and grammar quizzes
Interpretive	30	Performance - reading/listening based on authentic text that they are seeing or hearing for the first time
Interpersonal	30	Performance - unrehearsed communication with a partner; teacher is not a partner
Presentational	30	Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher

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How many units a year?

46

Consider:

- the need for lots of comprehensible input from multiple authentic sources
- the need for time to internalize new vocabulary and structures
- the need to develop all 3 modes of communication
- the fact that each unit's performance assessment includes all three modes of communication
- your school calendar

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47
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Spiral the Topic: Family



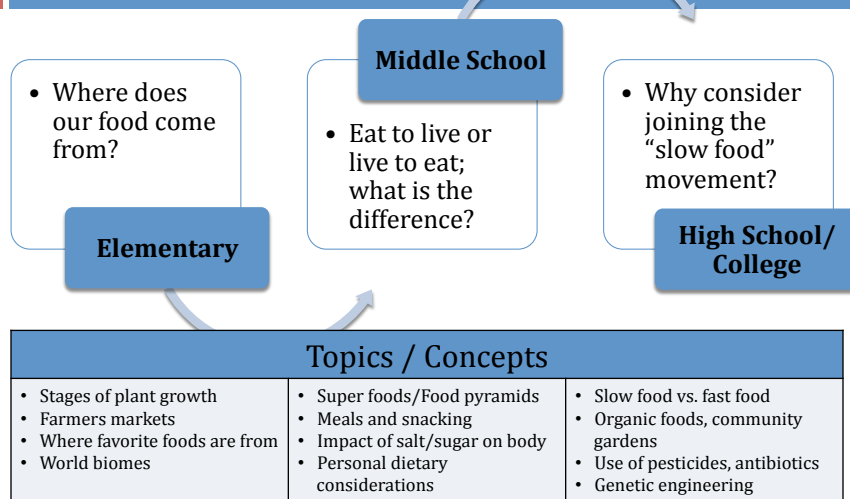
48

Novice Mid – High	Intermediate Low	Intermediate Mid-High	Advanced Low
<ul style="list-style-type: none"> Who are the people in this picture? Describe them. What do they like to do? What don't they like to do? 	<ul style="list-style-type: none"> What are the members of this family doing? What questions would you like to ask about this family? 	<ul style="list-style-type: none"> This family spends time together each week. What traditions exist in your family? Explain one tradition in detail. What are you currently doing to create or continue family traditions? What traditions will you establish when you have a family of your own? Describe a tradition that you hope will exist in your future. 	<ul style="list-style-type: none"> Many believe that families who have strong traditions have a better quality of life. Do you agree or disagree with this belief? What impact would stronger families have on our society? Support your opinions with specific examples.

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Vertical Articulation Spiral

49



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AP Themes	Year 1	Year 2	Year 3	Year 4	Year 5
Personal & Public Identities	Who am I?	How does where I live influence who I am?	What impact does technology have on my lifestyle?	What am I doing to gain the skills I will need for my future?	How does learning another language influence who I am and how I see the world?
Families & Communities	How do people around the world describe "family"?				
Contemporary Life	How do my family and friends influence what I do?				
Beauty & Aesthetics	What makes a place beautiful?				
Science & Technology	How does my daily routine affect my health?				
Global Challenges	What are the rights of a child?				

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51

AP Themes	Year 1	Year 2	Year 3	Year 4	Year 5
Personal & Public Identities		<i>How does where I live influence who I am?</i>			
Families & Communities	<i>What makes a community special?</i>				
Contemporary Life			<i>Why is music called a universal language?</i>		<i>What makes a movie a classic?</i>
Beauty & Aesthetics					
Science & Technology				<i>Why do people move?</i>	
Global Challenges					

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What's not working?

52



What are you currently doing in terms of curriculum that you don't enjoy doing? that students are not enjoying?

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What's working?

53



Consider:

- ☐ Topics/themes that you've enjoyed teaching at certain levels.
- ☐ Movies that have always been shown in a particular level.
- ☐ Projects that have been successful at a certain level.
- ☐ Novels, poems, songs, literature that has been used at a certain level.
- ☐ ???????

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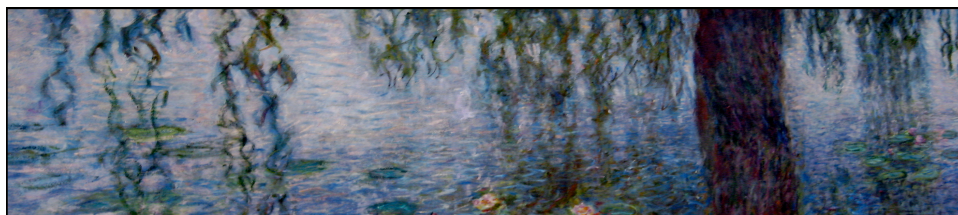
Level 1

54

Global Citizenship	Biodiversity????	Family and Friends
<ul style="list-style-type: none"> • basic reasons for language study, how to study • classroom routine language • greetings • names, ages • personal information • birthday, nationality • like and dislikes • Global populations, ethnicity 		<ul style="list-style-type: none"> • Family, pets • Friends • Personality traits • International day of family • right to family • Excerpt (Petit Nicolas)
A Day in the Life..	Healthy Lifestyle	City/Vacation
<ul style="list-style-type: none"> • Making plans - who, what, where, when, why • weather, days, months, time, calendar • more activities, school related activities, school calendars • Introvert/extrovert 	<ul style="list-style-type: none"> • Food • Activities • How often • Stress • Sleep • Life expectancy • School lunch 	<p>Exploring a city or Where to go on vacation</p> <p>One in level 1, the other in level 2</p>

Level 2: Consumerism, Travel/Vacation, Childhood Memories, Right to Education, Culinary Adventures, Shelter/Housing, Heroism/Important People

Laura Terrill



Laura Terrill
World Language / ELL Consultant
Email: lterrill@gmail.com
Wiki: lauraterrill.wikispaces.com
lterrillladue.wikispaces.com

The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

55
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